DOCUMENT RESUME

ED 026 515 VT 007 542

Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures.

Arizona Univ., Tucson. Dept. of Agricultural Education.

Pub Date 68

Note-48p.

EDRS Price MF-$0.25 HC-$2.50

Descriptors-Advisory Committees, Area Vocational Schools, *Cooperative Education, Curriculum Enrichment, Guidelines, High Schools, Junior Colleges, *Off Farm Agricultural Occupations, Policy, Program Administration, Program Development, Program Evaluation, *Program Guides, *Program Planning, Standards, *Vocational Agriculture

Identifiers-*Arizona

This operation manual sets forth the guidelines, standards, policies, and procedures necessary for planning, organizing, and administering Cooperative Education Programs in Agriculture to serve individuals entering farm related occupations. Its content was developed in a 2-week seminar conducted by the University of Arizona in the summer of 1968, which was attended by 40 teachers of vocational agriculture, junior college instructors, and county vocational-technical coordinators. The content includes: (1) Guidelines, (2) Policies and Standards, (3) Consulting Committees, (4) Community Surveys, (5) Promoting Cooperative Education Programs in Agriculture, (6) Selecting Student-Trainees, (7) Selecting Training Stations, (8) Legal Requirements for Student Workers, (9) Training Plans and Agreements, (10) Teaching Related Instruction, (11) Coordination, (12) Instructor and Student Records, (13) Follow-Up of Students Upon Graduation, (14) Evaluation of Student Progress, and (15) Evaluation of Cooperative Education Programs. (DM)

ED0 26515

Planning and Conducting

Cooperative Education Programs

in

AGRICULTURE

in the

STATE OF ARIZONA

07542

Department of Agricultural Education

The University of Arizona Tucson

Service Bulletin

Number Nine

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PLANNING AND CONDUCTING

COOPERATIVE EDUCATION PROGRAMS

IN AGRICULTURE

IN THE

STATE OF ARIZONA

A Manual of
Guidelines
and
Procedures

Department of Agricultural Education
The University of Arizona
Tucson
September, 1963

PLANNING AND CONDUCTING
COOPERATIVE EDUCATION PROGRAMS
IN AGRICULTURE
IN THE
STATE OF ARIZONA

A Manual of
Guidelines
and
Procedures

Department of Agricultural Education
The University of Arizona
Tucson
September, 1963

PREFACE

Expanded, specialized programs in vocational agriculture can be offered students in any occupation involving knowledge and skill in agricultural subjects, whether or not such agricultural occupation involves work on the farm or on the home farm, and such education may be provided without directed or supervised practice on a farm.

As a result, vocational agriculture course work is being redesigned to serve individuals entering farm-related occupations as well as to enter farming. New horizons lie ahead for Cooperative Education Programs in Agriculture.

Cooperative Education Programs in Agriculture will provide the broadened dimension essential if vocational agriculture in Arizona is to meet the educational needs of a larger, more diversified group of students who desire instruction to equip them with entry-level skills in agriculturally-related occupations, now and in the future.

This operation manual sets forth the guidelines, standards, policies and procedures necessary for planning, organizing and administrating quality Cooperative Education Programs in Agriculture. The intent of this manual is to assist teacher-coordinators of vocational agriculture and school administrators in organizing and conducting a program of Cooperative Education in Agriculture.

The content of this operation manual is an outgrowth of a two-week seminar conducted by the Department of Agricultural Education, University of Arizona, in the Summer of 1968 under the direction of Dr. Harold R. Binkley, University of Kentucky.

Acknowledgement for their contributions to the development of this manual is made to the forty teachers of vocational agriculture, junior college instructors and county vocational-technical coordinators who participated in the 1968 seminar and to the Arizona staff in agricultural education.

We hope this manual will be of assistance to teachers and administrators in developing needed programs in this area. We solicit your reactions and suggestions for its improvement.

Floyd G. McCormick
Department of Agricultural Education
University of Arizona

TABLE OF CONTENTS

	Page
INTRODUCTION	1
GUIDELINES	2
POLICIES AND STANDARDS	4
School Policies	4
Objectives	4
Standards for the Program	5
Facilities and Equipment	7
CONSULTING COMMITTEES	9
Feasibility Committee	9
Steering Committee	9
Advisory Committee	10
COMMUNITY SURVEYS	12
Suggested Guide for Identifying Agricultural Producers, Businesses and Agencies in a School District	12
Interview Guide for Your Community Study of Agricultural Employment	13
Types of Employment of Persons Engaged in Agricultural Occupations - Form I	15
Pre-Employment and Continuing Education Needs of Persons Engaged in Agricultural Occupations - Form II	16
PROMOTING COOPERATIVE EDUCATION PROGRAMS IN AGRICULTURE	21
SELECTING STUDENT-TRAINEES	22
Procedures for Selecting Students	22
Criteria for Selecting Students	22
Application for Enrollment in Cooperative Education Programs in Agriculture - Form III	24
Evaluation of Student for Enrollment in Cooperative Education Programs - Form IV	25
SELECTING TRAINING STATIONS	26
Criteria for Selecting Training Stations	26
Training Station Check Sheet	27
Procedure for Selecting and Setting Up Training Stations for Programs of Cooperative Education in Agriculture	27
Check Sheet for Selecting Training Stations - Form V	29
Cooperating Employer Appraisal - Form VI	30

Page

LEGAL REQUIREMENTS FOR STUDENT WORKERS 31

Basic Requirements for Employing Students Enrolled in Cooperative Education Programs 31

TRAINING PLANS AND AGREEMENTS 32

Developing Training Station Agreements 32
Developing Student Training Plans 33
Training Station Agreement - Form VII 34
Student Training Plan - Form VIII 36

TEACHING RELATED INSTRUCTION 37

COORDINATION 38

INSTRUCTOR AND STUDENT RECORDS 39

FOLLOW-UP OF STUDENTS UPON GRADUATION 40

EVALUATION OF STUDENT PROGRESS 41

EVALUATION OF COOPERATIVE EDUCATION PROGRAMS 42

COOPERATIVE EDUCATION PROGRAMS IN AGRICULTURE

Introduction:

Cooperative education or "cooperative occupational experience" refers to a program whereby the students receive their occupational experience in actual on-the-job situations in cooperation with an employer. Cooperative education programs in agriculture differ from mere employment of students since these programs are planned and coordinated so that students receive related instruction at the school and on-the-job instruction and experience under supervision. A cooperative education program has as its primary purpose training.

In essence, cooperative education in agriculture is a program whereby the school and an agricultural business or agency work together (cooperate) to provide a student the occupational experience he needs to enter an agricultural vocation.

The objective of this program is to provide occupational experience in the world of work in agriculture by supplementary classroom instruction and laboratory experiences at the school with learning experiences on an actual job.

Cooperative education programs tend to remove the barriers which sometimes separate education from the world of work, by involving the student, his parents, the teacher and the employer in planning the type of educational program which will provide the student-trainee with entry-level skills essential for a vocation.

Shown below is a schematic example of how a cooperative education class can be integrated into the on-going program of vocational agriculture:

Period	1	2	3	4	5	6
	Agr. class	Agr. class	Related co-op class	-- Planning and Supervision --		

GUIDELINES

1. A written local statement of policy is essential for developing and administering cooperative education programs in agriculture.

2. Adequate and appropriate facilities are essential for conducting cooperative education programs.

3. A feasibility committee and resultant advisory committee should be organized to give guidance and direction to the teacher-coordinator in developing the program.

4. A comprehensive survey of the agricultural businesses in the community should be conducted: a) to evaluate the businesses for training station possibilities; b) to determine if there are sufficient training stations where students can be placed; and c) to determine the type of cooperative education program to offer.

5. Systematic and comprehensive efforts should be made to promote the program to students, parents, school personnel, employers, and the general public.

6. There should be a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers, and meets the needs of the students.

7. A well-planned and systematic method of selecting training stations which uses definite standards should be employed to insure the best possible training environments for the students.

8. The employment regulations for students enrolled in cooperative education programs must conform to State and Federal laws. When the requirements of the State and Federal laws differ, the higher standard must be observed.

9. A written agreement between the students, parents, school, and employer, which lists the specific jobs and responsibilities of the parties involved, should be developed for all students placed in cooperative education programs.

10. A written training plan which lists the learning activities (jobs and responsibilities) in which the student will engage at the training station must be developed to serve as a guide to the employer, to the student, and to the teacher-coordinator in planning and teaching the related instruction.

11. The related classroom instruction should be organized and planned so as to provide the information and experiences necessary for students to progress in the performance of the various jobs and responsibilities at the training stations.

12. The teacher-coordinator should have an organized, systematic plan and accompanying time schedule for visiting students at their training stations so that related classroom instruction can be coordinated with the on-the-job training.

13. Complete records should be kept by the teacher-coordinator and the student to help insure sound operation of a cooperative education program in agriculture.

14. The school (teacher-coordinator) should maintain an organized system of follow-up of students after graduation.

15. A method for evaluating student progress must be developed to ascertain the student's achievement in both classroom related instruction and performance on the job.

16. The entire cooperative education program must be continuously evaluated to determine if the program is attaining the stated objectives.

POLICIES AND STANDARDS

GUIDELINES:

1. A WRITTEN LOCAL STATEMENT OF POLICY IS ESSENTIAL FOR DEVELOPING AND ADMINISTERING COOPERATIVE EDUCATION PROGRAMS IN AGRICULTURE.

2. ADEQUATE AND APPROPRIATE FACILITIES ARE ESSENTIAL FOR CONDUCTING COOPERATIVE EDUCATION PROGRAMS.

I. SCHOOL POLICIES

Some of the specific advantages of a written local policy statement are:

A. It maintains operational stability -- policy does not change when there is an administrative or board membership change.

B. It provides a sense of security to all those involved in the program.

C. It provides for more efficient use of time, money, and effort in the administration of the program.

D. It facilitates decision-making.

E. It minimizes inconsistency in decisions by different administrative agents on similar problems.

F. It provides a basis for evaluation.

G. It makes known the intent of the school board toward the program.

II. OBJECTIVES

A. To prepare students for gainful employment in agricultural occupations.

1. To help students explore and select an occupation based on his exploration and analysis of interests, aptitudes, and past experiences.

2. To provide instruction in the knowledges and skills needed in their planned occupations.

a. Through occupational experiences provided at training stations.

b. Through specific related instruction in the classroom, shop, and laboratory.

3. To help each student explore and identify further educational needs.

B. To help students develop desirable work habits, favorable attitudes toward work and to understand their relationships with employers, supervisors, co-workers, and customers.

C. To provide students the opportunity to apply "in practice" the theory, knowledge, and skills gained in the classroom.

III. STANDARDS FOR THE PROGRAM

Key points to consider before initiating a cooperative education program are as follows:

A. A certified vocational agriculture teacher shall be the teacher-coordinator for cooperative education programs in agriculture.

B. A teacher-coordinator should have the following qualifications:

1. Completed a course in cooperative education;

2. Experience in agricultural business;

3. Professional and subject matter courses required for certification.

C. The student must exhibit a career interest in agriculture.

D. All students interested in enrolling in cooperative education programs must complete all forms and tests as required by the guidance department and the teacher-coordinator. Final selection of students will be made by the teacher-coordinator.

E. Enrollment shall be limited to those who have successfully completed:

1. Two years of vocational agriculture course work or,

2. One year of specialized (e.g., vocational horticulture) agriculture course work in his field of interest.

F. Students will be assigned to work in the off-campus training stations a maximum of three regular school periods per day and a minimum of two.

G. School credit will be granted for class work and also for the occupational experience at an approved training station.

H. Enrollment shall be limited to students who meet age requirements specified by local, state, and federal labor laws and preferably should be high school seniors.

I. Students shall receive compensation for work at the training stations.

J. An individual training plan will be developed for each student.

K. Only co-op students will be enrolled in the related class.

L. A cooperative program shall be started only after adequate planning and informing all persons to be involved (administrators, parents, students, businessmen and state staff) has been accomplished. And, the approval of the local and state administrative groups has been secured.

M. Students enrolled in the cooperative education program should receive a minimum of 15 hours of on-the-job work experience per week and no more than a maximum of 40 hours when school and work hours are combined. A minimum of 300 hours total on-the-job work experience shall be received by each student during the year.

N. Training stations should meet the minimum requirements necessary to provide appropriate training opportunities.

O. Placement: A placement agreement developed among the teacher-coordinator, employer, student, and parent shall be followed.

P. Student equipment, if required by an employer, shall be the student's responsibility.

Q. A maximum number of students under the supervision of one full-time teacher shall range from forty to sixty, with the lower limit being recommended for beginning programs.

1. In starting a program the maximum number of students in each related class shall be fifteen.

2. A full-time teacher-coordinator should teach a maximum of 3 classes per day with the remaining time being used for planning, individual instruction and supervision.

R. The teacher-coordinator must have at least two consecutive hours per day for supervision for each related class taught. This coordination time should be scheduled at the time the students are on the job.

S. Time for development of instructional materials should be considered as part of the teacher-coordinator's job. A minimum of 1 hour per day should be provided exclusive of supervision responsibilities.

T. All students enrolled in the cooperative education program will be required to purchase school insurance.

U. All travel incurred in the performance of the regular duties of the teacher-coordinator will be reimbursed at the rate approved for similar school services.

IV. FACILITIES AND EQUIPMENT

Recommended facilities and equipment for conducting cooperative education programs are as follows:

A. An adequate classroom, shop, storage, tools, equipment and teaching aids necessary for an approved program.

B. One classroom containing at least 750 square feet equipped with teaching station, tables, chairs, chalkboard, bulletin board and other equipment and supplies will be needed for each teacher in the department.

C. Provision should be made for daytime darkening of the classroom.

D. An office, with telephone, and storage room for bulletins, teaching materials and supplies is highly desirable.

E. Storage area for teaching materials and supplies should be adjacent to the classroom and shop.

F. In a one teacher department, 2400 to 2800 square feet of shop area should be available and 4000 square feet for a two teacher department. Additional space can often be added economically by enclosing a patio area adjacent to the shop. This area may be roofed and should have electrical and water outlets.

G. If a program in horticulture is offered, a greenhouse and lath house will also be needed.

The following points should be kept in mind when developing local policies for cooperative education programs in off-farm agricultural occupations:

A. Policies should meet the minimum standards specified in the state plan and guidelines for vocational education. (This applies to such areas as length of classroom instruction, length of training period, size of classes, teacher load, etc.)

B. Policies should be in compliance with existing school policies.

C. Policies should comply with local, state, and federal labor regulations. (This is of extreme importance concerning age of students, working hours, wages, standards of supervision, and provisions for student safety and liability.)

D. Policies should be developed cooperatively by the teacher-coordinator, administrator, and school board.

E. Final approval of all policies must be made by the local Board of Education. Make sure there is written evidence of the official board action (board minutes, special resolutions, etc.).

F. Copies of the approved policies should be made available to those affected by the program.

CONSULTING COMMITTEES

GUIDELINE:

3. A FEASIBILITY COMMITTEE AND RESULTANT ADVISORY COMMITTEE SHOULD BE ORGANIZED TO GIVE GUIDANCE AND DIRECTION TO THE TEACHER-COORDINATOR IN DEVELOPING THE PROGRAM.

Vocational education, more than any other type of education, needs close cooperation with the community. To ensure quality in cooperative educational programs in vocational agriculture, it is recommended that a local advisory committee be set up and used to aid local schools in planning and evaluating programs and to assist in interpreting the program to the community.

I. FEASIBILITY COMMITTEE

A. Definition - a temporary committee made up of prominent leaders representing all major agricultural businesses, industries, and agencies in the community.

B. Purpose - the specific purpose of this committee is to determine whether or not a cooperative educational program is needed and the extent of need.

C. Selection of committee:

1. Selection - selection of the committee is done by the local school administrator from a list of names suggested by the teacher-coordinator. The appointments should be made by the Board of Education.

2. Number - the number of persons on this committee is dependent upon the size of the school, size of the program, size of the school community and number of representative agricultural agencies.

II. STEERING COMMITTEE

A. Definition - a continuing committee made up of local school personnel, representing administrators, counselors, vocational, and general educators.

B. Purpose - the specific purposes of this committee are to coordinate programs, within the school, and to prevent duplication of content. Other functions include: prevent conflicts in scheduling; determine time and timing for occupational experience; recommend academic credits; and to facilitate faculty communication and understanding.

C. Selection - these committee members will be appointed by the local school administration.

III. ADVISORY COMMITTEE

A. Definition - an advisory committee is a group of representative laymen, from the field of agriculture recognized and respected in their fields, who are interested in the local agricultural program.

B. Purpose - The purpose of advisory committees is to offer advice and recommendations to local school officials in planning, organizing, conducting and evaluating a vocational agricultural program. Advisory committees also provide the necessary communication line between the school and the agricultural businesses and agencies of the community.

C. Selection of members

1. Selection - In schools where an agricultural advisory committee is established, the existing committee may be used to work in developing the cooperative education program by adding needed members to represent areas of major interests in agriculture.

   Schools with no existing advisory committees, and who contemplate the initiation of cooperative education programs in agriculture, should organize a feasibility committee. After the establishment of a cooperative education program, members of the feasibility committee could be used as permanent members of the advisory committee.

2. Appointment of the committee - Appointment of the advisory committee should be made by the local school administrator from a list of names suggested by the teacher-coordinator. Appointment to membership should be by the Board of Education.

   It is suggested that personal contact be used to determine the willingness and time availability of the members prior to appointment.

   It is further suggested that the advisory committee be made up of 7-9 individuals; the majority of whom represent the major agricultural interests in the community.

3. Consultants:

   a. Usually professional educators serve as consultants.

   b. Specialists in different fields may be asked to serve as consultants.

D. Operation and procedures

1. Orientation of the committee

   a. A letter explaining the purpose and responsibilities of an advisory committee should be mailed to members prior to the first meeting.

b. Suggestions for the First Meeting:

1) Introduction of members and consultants.

2) Talk by a school official explaining the current program, the need for an advisory committee, and what is expected of the committee.

2. Organization

a. Length of appointment - it is recommended that charter members draw for length of the tenure for periods of 1, 2, and 3 years, with provisions for replacement of unexpired terms. Successive appointments will be for 3 years. A member may be reappointed only after a one year waiting period.

b. Officers - a chairman and vice-chairman should be elected from the appointed membership for a 1 year term. It is desirable for a school representative to be responsible for the taking and disseminating of the minutes.

c. Meeting frequency - meetings should be held on a regular basis with provisions for special meetings or deletions as deemed necessary by school authorities or committee chairmen.

d. Agenda - the agenda should be prepared by the committee chairman and the school representative, and mailed to all members one week prior to all meetings.

e. Minutes - complete minutes of all meetings should be duplicated by the school representative and mailed to all members and interested persons who should be informed of the work of the committee.

Minutes should be filed for permanent records by the school representative.

COMMUNITY SURVEYS

GUIDELINE:

4. A COMPREHENSIVE SURVEY OF THE AGRICULTURAL BUSINESSES AND AGENCIES IN THE COMMUNITY SHOULD BE CONDUCTED: A) TO EVALUATE THE BUSINESSES FOR TRAINING STATION POSSIBILITIES; B) TO DETERMINE IF THERE ARE SUFFICIENT TRAINING STATIONS WHERE STUDENTS CAN BE PLACED; AND C) TO D DETERMINE THE TYPE OF COOPERATIVE EDUCATION PROGRAM TO OFFER.

Prior to establishing a cooperative education program in agriculture, it is imperative that a survey of the agricultural businesses, industries, and agencies in the community be made. This survey will (1) help determine the present and future occupational opportunities in agriculture; (2) provide insight relative to the knowledges and skills necessary for entry into these occupations; and (3) help determine the number and the nature of the training stations available which is one of the most important criteria in determining whether to provide this type of program.

I. SUGGESTED GUIDE FOR IDENTIFYING AGRICULTURAL PRODUCERS, BUSINESSES AND AGENCIES IN A SCHOOL DISTRICT.

Rigid procedures cannot be developed for each community, but the following list can be used as a guide:

A. Secure a map of the school district in order to determine the exact boundaries of the district and to help guard against overlooking any geographic area in the district.

B. Develop a master list of all agricultural producers, businesses and agencies using the telephone directory.

C. Further develop the master list by reviewing the tax rolls of the school district.

D. Revise the master list as you review it with personnel from the following:

   1. The ASC Office

   2. The County Agricultural Extension Office

   3. The Chamber of Commerce

   4. Local businesses which serve farmers and ranchers of the area

E. Other persons or agencies that are well acquainted with the community and might review the list for possible omissions are:

   1. County Zone Officer

2. Public Health and Sanitation personnel

3. Board of Supervisors

4. People who have resided in the community for several years

5. Gin managers

6. Agricultural loan agencies - P.C.A., F.H.A., etc.

7. Crop Association

8. Women's Clubs

9. Irrigation District Officer

10. Employment service

11. School personnel

F. Each community has its own specific places and people who can provide help in gathering the desired information and these should be used to a great extent.

II. INTERVIEW GUIDE FOR YOUR COMMUNITY STUDY OF AGRICULTURAL EMPLOYMENT

A. Before interviewing, make a list of all businesses or operations in the area that are to be interviewed and identify the person in the business who is to be interviewed. (See "Suggested Procedures for Identifying Agricultural Producers and Businesses in a School District.")

B. Inform the community of the planned survey and its purposes. Use news articles, radio announcements, etc.

C. Select the persons, businesses or operations, whom you plan to contact for interviewing within a two-week period. Send letter of introduction approximately one week prior to interview, then telephone and make an appointment for time of interview.

D. Be sure that you are very familiar with the survey forms. Understand what each part means. Knowing the form thoroughly will help you during the interview.

E. Practice interviewing by "role playing" before making the first contact. In team interviewing, observe each other in order to come to a common understanding.

1. Don't ask questions that have been answered by previous conversation.

2. Don't suggest answers.

F. Interview the person who has the highest degree of overall administrative responsibility at the local (county) level, who is available.

G. You will in many cases be well known to those you interview. If there is any doubt as to your identity or your official responsibility, be sure to make this known at the beginning of the interview.

H. Explain the purpose of the survey as briefly as possible including the following:

   1. The information is used for the University of Arizona.

   2. The information is used in the local school district for improving the program of vocational agriculture.

I. A copy of the interview instrument should be given to the person being interviewed so that he may anticipate the questions, while you are recording answers, and thereby reduce the time required for the interview.

J. Record the official name of the business or firm. Where a firm has no official name other than the name of the owner or operator, record the name of the owner or operator.

K. Obtain the best estimates possible for question D. in Section I of Form I.

L. Many of the agricultural jobs have no official job titles. In such cases, write down the description of the work done. Use the U. S. Employment Service Dictionary of Occupational Titles for description of the jobs.

M. Make a direct inquiry about anticipated job titles, but do not make up or suggest job titles for the approval of the person interviewed.

N. Fill out Section III on Form I at the conclusion of the interview.

O. Complete a Form II for each of the different job titles which have been identified on Form I.

P. List exactly what the employee does on Section V of Form II.

Q. In filling out Form II (Section VI) it is possible to eliminate a number of the major areas by noting through your interview that this business does not concern itself with certain areas.

R. Ask employer if there are other competencies required for this job. If any, record under Section VII on Form II entitled "Other Skills."

S. When all job titles have been identified, pave the way for a possible cooperative program which might place a student in this business for training, by asking the question, "Where do you get your employees?" and then as smoothly as possible ask the questions under Section III, Form I.

T. Use the back of Form I for the interviewer's opinion business as a possible training station and how the person interviewed could help the total program of agriculture.

UNIVERSITY OF ARIZONA

Department of Agricultural Education

CONFIDENTIAL - FORM I

Types of employment of persons engaged in agricultural occupations in selected areas of Arizona.

Interviewer _____ Date of Interview _____

I. Name of firm

A. Name and address of firm _____

_____ Phone _____

B. Person interviewed _____

C. Position _____

D. Estimated per cent gross income that is agriculturally oriented.
Per cent _____.

E. Major agricultural products and/or functions of business or service.

_____

II. Number of employees in this business or service - (Total number) _____.
For employees needing competencies in agriculture, complete the following:

A. Existing job titles:	Number of Employees Full-time	Part-time	Five years ago	Five years from now
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____

B. Anticipated new job titles:	Full-time	Part-time	Five years from now
1. _____	_____	_____	_____
2. _____	_____	_____	_____

Fill out a separate Form II for each job title listed above.

III. Company willingness to participate in school-employer educational program.
(Check all that apply)

_____ 1. Permit students to visit and observe operations.
_____ 2. Employ students on part-time basis during school year and during vacation periods.
_____ 3. Participate in a student's work experience a few hours a day.
_____ 4. Work with school personnel in outlining an educational program which would help prepare students for an agricultural occupation.
_____ 5. Release key employees to assist the teacher in providing instruction.
_____ 6. Not willing.

THE UNIVERSITY OF ARIZONA

Department of Agricultural Education

CONFIDENTIAL - FORM II

Pre-employment and Continuing Education Needs of Persons Engaged in Agricultural Occupations in Selected Areas of Arizona.

Interviewer _____ Date of Interview _____

I. Name of firm _____

II. Job Title _____

III. Number of workers in this job title: Full-time____ Part-time____ Total _____

IV. Average age ___. Is there an age requirement for this job? No____, Yes_____:
Minimum for entry _____.

V. Activities and duties of persons with this job title _____

_____

_____

VI. Agricultural areas with which worker must possess knowledge and skills to do the job:

Animal Science:	Check Abilities Needed to Perform This Job:
1. Breeding Farm Animals	
A. Genetics	_____
B. Diseases	_____
C. Breeding problems	_____
D. Breeding skills	_____
E. Selection of breeding stock	_____
2. Livestock Feeding and Nutrition	
A. Body process of nutrition	_____
B. Food nutrients and their sources	_____
C. Ration formulation	_____
D. Feeding systems	_____
3. Animal Sanitation, Disease and Parasite Control	
A. Characteristics of healthy animals	_____
B. Symptoms of common diseases and parasites	_____
C. Treatment of common diseases and parasites	_____
D. Environmental conditions conducive to good health.	_____

Animal Science (continued)	Check Abilities Needed to Perform This Job:
4. Housing and Equipment	
A. Maintenance of equipment, corrals, and fences	_____
B. Construction of equipment and housing	_____
C. Design and construction	_____
5. Management of livestock operation	_____
6. Processing of livestock products (meat, milk, etc.)	_____
7. Marketing of livestock products (meat, milk, etc.)	_____
8. Livestock handling	
Plant Science:	
1. Horticulture	
A. Plant propagation	_____
B. Greenhouse management	_____
C. Soils and fertilizations, water, etc.	_____
D. Control of insects	_____
E. Control of diseases	_____
F. Control of weeds	_____
G. Marketing and management	_____
H. Turf management	_____
2. Field Crop Production	
A. Plant propagation, seed production	_____
B. Plant growth	_____
C. Control of insects	_____
D. Control of diseases	_____
E. Control of weeds	_____
F. Soils	_____
G. Fertilization	_____
H. Irrigation	_____
I. Marketing and management	_____
3. Forestry	
A. Establishing a stand	_____
B. Managing a stand	_____

Plant Science: Forestry (continued)	Check Abilities Needed to Perform This Job:
C. Fire control	_____
D. Control of diseases and insects	_____
E. Harvesting	_____
F. Marketing	_____
G. Pulp wood production	_____
Agricultural Business Management and Marketing:	
A. Records and accounts	_____
B. Budgeting and analysis	_____
C. Agricultural financing, credit and insurance	_____
D. Farm business organization and planning	_____
E. Labor management	_____
F. Marketing problems and practices	_____
G. Governmental policy	_____
H. Agricultural and related price analysis	_____

Agricultural Mechanics Area:	(Repair and Adjustment)	(Overhaul)
1. Agricultural power and machinery		
A. Tractors, wheel or crawler (underline which)	_____	_____
B. Primary tillage equipment	_____	_____
C. Cultivating equipment	_____	_____
D. Harvesting equipment	_____	_____
E. Small gasoline engines	_____	_____
F. Large engine (Type: _____)	_____	_____
G. Materials handling equipment	_____	_____
2. Agricultural Electrification		
A. Wiring	_____	
B. Motors, maintenance and repair	_____	
3. Soil and Water Management		
A. Surveying, leveling, and land measurement	_____	
B. Irrigation systems	_____	
C. Pump maintenance	_____	
D. Soil testing	_____	

Agricultural Mechanics Area: Soil and Water Management (continued)	Check Abilities Needed to Perform This Job:	
E. Irrigation structures	_____	
F. Water measurement	_____	
G. Efficient water use	_____	
4. Basic Agricultural Shop Skills		
A. Arc welding	_____	
B. Acetylene welding	_____	
C. Plumbing	_____	
D. Hot and cold metal	_____	
E. Carpentry	_____	
5. Machinery Operation and Maintenance	(Operation)	(Maintenance)
A. Wheel tractors	_____	_____
B. Crawler tractors	_____	_____
C. Primary tillage equipment	_____	_____
D. Cultivation and weed control equipment	_____	_____
E. Harvesting equipment	_____	_____
F. Transportation of products to market	_____	_____

Merchandising Skills:

A. Warehousing	_____
B. Sales	_____
C. Inventorying	_____
D. Handling cash - cash register	_____
E. Advising customers	_____
F. Using invoices	_____
G. Handling customer accounts	_____
H. Dispatching, consigning, and wrapping of materials	_____
I. Routing and delivering	_____
J. Use of catalogues and ordering	_____
K. Preparing displays and advertising	_____

VII. Other skills

_____ _____ _____ _____

VIII. Educational level required for job title (Check only one)

_____ 1. No requirement

_____ 2. Less than high school graduate

_____ 3. High school graduate

_____ 4. Post high school technical education

_____ 5. Some college

_____ 6. College degree: Baccalaureate____, Master's___, Doctorate____

IX. Residential background preferred: Farm _____, No preference _____

X. Farm Experience: Needed _____, Not needed _____

XI. Experience required to enter this job title: _____

_____

XII. Wage or salary and method of payment (Hourly, Weekly, Monthly, Annually)

Beginning _____ Maximum _____ Present _____

XIII. Education required to advance in this job title:

_____ 1. Your firm or the industry as a whole

_____ 2. On-the-job training

_____ 3. Public school (adult education)

_____ 4. A vocational school

_____ 5. An agricultural college

_____ 6. Post high school, Jr. college

_____ 7. None

PROMOTING COOPERATIVE EDUCATION PROGRAMS IN AGRICULTURE

GUIDELINE:

5. SYSTEMATIC AND COMPREHENSIVE EFFORTS SHOULD BE MADE TO PROMOTE THE PROGRAM TO STUDENTS, PARENTS, SCHOOL PERSONNEL, EMPLOYERS, AND THE GENERAL PUBLIC.

Informing the public regarding cooperative education programs in agriculture is as much a part of the teacher-coordinator's job as selecting training stations, counseling with students, and classroom teaching. Well-planned promotional activities increase interest and secure the cooperation of students and the public in helping make the program a success.

Informing the public and promoting the program is the first phase the teacher-coordinator will handle. School personnel, students, parents, and businessmen must understand the objectives, advantages, and how the program is to be operated. The teacher-coordinator is the logical person to supply this information. After the program is in operation, he should also keep the public informed to keep their interest and cooperation at the maximum level.

In order to reach the maximum number of people, it is recommended that the vocational agriculture teacher-coordinator use all the news media available. These include radio, television, newspapers, school publications, personal letters, assembly programs, talks, speeches, exhibits, banquets, and other media.

SELECTING STUDENT-TRAINEES

GUIDELINE:

6. THERE SHOULD BE A DEFINITE PLAN FOR SCREENING AND SELECTING STUDENTS THAT CONFORMS TO LOCAL SCHOOL POLICY, SATISFIES COOPERATING EMPLOYERS AND MEETS THE NEEDS OF STUDENTS.

Students who need, want, and can profit from the experiences provided should be selected for the cooperative education program. All available resources of the community and school, including guidance services, school records, and faculty recommendations should be utilized in selecting students for the cooperative education program.

I. PROCEDURES FOR SELECTING STUDENTS

The following steps should be employed to recruit and select prospective students:

A. Obtain Administrative Approval -- The teacher-coordinator should seek administrative approval for his recruitment plan.

B. Make a general announcement concerning the program to all eligible students prior to pre-registration for courses and distribute a recruitment bulletin describing the cooperative education program to prospective students.

C. Have all interested students complete the form: "Application for Enrollment." (Form III)

D. Select Students -- To be selected the student-trainee should have the intelligence, interest, aptitude, maturity, and personality to succeed in the program. This information may in part come from interest or ability tests. Form IV is included for this purpose.

E. Interview each candidate personally to help obtain information that has not been obtained in any of the previous steps.

II. CRITERIA FOR SELECTING STUDENTS

After the above steps have been completed, sufficient information should be available to make a final selection. The following criteria are suggested as possible points to be kept in mind when selecting students:

A. Occupational objective - Students selected should have an interest in agricultural occupations for which the training program is designed and for which adequate training stations are available.

B. Parent's approval - Students selected should have their parent's approval to participate in the program.

C. Ability and willingness to work - Students should have demonstrated that they are able and willing to work.

D. Age - The local, state, and federal labor laws must be considered when students are selected.

E. Scholarship - Students selected must have aptitude and ability in school subjects related to the occupation in which they are to be trained.

F. Attendance records - Students must have an acceptable record of attendance.

G. Hours available for work - Students must work the required hours for the total training period.

H. Transportation - Students selected must have transportation to and from their training stations.

I. Handicaps - Students selected should not possess any handicap which would prevent them from being hired by employers.

J. Personal characteristics - Students selected should have desirable personal characteristics. This includes such items as character, loyalty, initiative, attitude, and personality.

FORM III

APPLICATION FOR ENROLLMENT IN COOPERATIVE EDUCATION PROGRAM IN AGRICULTURE

(To be completed by the student and parent or guardian)

Name_____ Parent or Guardian_____ Date_____

Address_____ Phone No._____

Birth Date_____ Sex_____ Height_____ Weight_____ Social Sec. No._____

Grade in school_____ Do you plan to go to a 4 year college? Yes__No__Undecided__

- Jr. college? Yes__No__Undecided__

- Technical college? Yes__No__Undecided__

List the high school courses you have taken_____

_____

_____

Parents' occupations - Father_____ Mother_____

What hobbies do you enjoy?_____

List the clubs, sports, and organizations in which you participate_____

_____

Do you wear glasses? Yes__ No__ Will you have transportation to work? Yes__No__

Do you have any physical handicaps? Yes__ No__; if the answer is "yes," please explain_____

List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer	Job	Number of Months
_____	_____	_____
_____	_____	_____

Of the program areas to be offered, rank the agricultural occupations in which you prefer to receive training._____

_____

Will you be available for work after school?_____ on Saturdays?_____

What subjects do you need to graduate?_____

(Have your parents complete the following)

_____ has my permission to participate in the
(Printed name of student)

cooperative education program in agriculture. Signed_____
(Student)

Signed_____
(Parent or Guardian)

FORM IV

EVALUATION OF STUDENT FOR ENROLLMENT IN COOPERATIVE EDUCATION PROGRAMS

(To be completed by teacher-coordinator and one other school official and kept in permanent record file)

Date_____ Name_____

Grade Average_____ I.Q. Tests (List each)_____

Other test: Type test_____ Name of Test_____ Results(score)_____

_____ _____ _____

CRITERIA FOR SELECTION AND PLACEMENT OF TRAINEES

Criterion	Overall Rating 1 - Outstanding 5 - Poor	Comments
1. Enthusiastic (interested) about agriculture		
2. Willing to work		
3. Responsible		
4. Of good moral character		
5. Cooperative		
6. Honest		
7. Well groomed		
8. Well mannered		
9. In good health		
10. Physically able to work in areas of training		
11. Able scholastically		
12. Able to make decisions		
13. Dependable		
14. Can assume responsibility		
15. Willing to adjust extra-curricular activities		
16. Respectful of the property of others		
17. Interested in agriculture other than farming as a career		
18. Completing related classroom instruction in vocational agriculture		
19. Interested in farming as a career		
TOTAL SCORE		

SELECTING TRAINING STATIONS

GUIDELINE:

7. A WELL-PLANNED AND SYSTEMATIC METHOD OF SELECTING TRAINING STATIONS WHICH USES DEFINITE STANDARDS SHOULD BE EMPLOYED TO INSURE THE BEST POSSIBLE TRAINING ENVIRONMENTS FOR THE STUDENTS.

One of the most important factors in determining the success of a cooperative education program is the adequacy of the training stations at which students are placed for on-the-job instruction and experience. It is imperative, therefore, that definite consideration be given to the selection of training stations before students are placed for cooperative education. The survey of the agricultural businesses and agencies in the community, explained earlier, should provide a good list of possible training stations. Information gained from personal interviews and of knowledge already possessed by the vocational agriculture teacher-coordinator and advisory committee members should provide sufficient basis for determining whether possible training stations meet the desired criteria.

I. CRITERIA FOR SELECTING TRAINING STATIONS

The following items should be used as criteria in selecting training stations:

A. Type of Occupation. The training station should provide educational experience in an occupation that requires some knowledge, understanding, and skill in agriculture or agriculture related areas.

B. Opportunities for Rotation. The training station should provide a wide variety of experiences associated with the occupation. It should not be just a routine work experience of a repetitive nature.

C. On-the-job Supervision. The training station should provide someone capable of serving as an on-the-job instructor and supervisor. This should be someone who is thoroughly competent in the skills and technical aspects of the occupation. He should be someone who is interested in the program and who will enjoy cooperating in the training program.

D. Working Conditions. The working conditions of training stations should be safe and clean, with a good record of accident prevention. It should also present few, if any, conditions that might impair the health of the workers.

E. Reputation. The training station should have a good reputation and be respected by the community as a reputable business establishment. It should be one that the community is glad to have within its boundaries.

F. Business Climate. The training station should use ethical business practices and make a favorable impression upon the student. The firm should have a record of participation in civic affairs; or if a new business, it should possess the potential for an ideal business climate. The firm should also have a favorable attitude toward the welfare of its employees.

G. Stability of Employment. The training station should have a record of continuous operation. It should provide a full cycle of training for the student.

H. Hours of Employment. The training station should provide sufficient number of training hours at a time which is conducive to the employment of student-learners.

I. Facilities and Equipment. In order to provide adequate occupational education, the training station should possess adequate facilities and equipment and use up-to-date methods.

J. Employer-employee Relationship. The training station should maintain a good employer-employee relationship. Firms that make it a policy to train and promote their own personnel score high on this point.

K. Accessibility. Training stations should be within a reasonable distance from the school or accessible to the trainee.

L. Wages. The training station should pay a minimum wage for student workers; at least 75% of the minimum wages, based on the rate paid other employees of similar experience and training. Wages of regular employees should be at least comparable to those paid in similar occupations in the community.

II. TRAINING STATION CHECK SHEET

The final selection of training stations can be facilitated by the use of a check sheet. The purpose of this sheet is to obtain a comparative rating of possible training stations. This sheet should list criteria to be considered when making the selection. The advisory committee can be very helpful in completing the check sheets on the different firms.

Careful consideration should be given to each item on the check sheet. Any unusual situations should be listed at the bottom of the sheet under "remarks." If a prospective training station is not selected, the reasons may be listed in this space and then relayed to the employer. This may help correct deficiencies in the prospective training station so that it may be used in the future.

(An example of a training station check sheet is found on the following page.)

III. PROCEDURE FOR SELECTING AND SETTING UP TRAINING STATIONS FOR COOPERATIVE EDUCATION PROGRAMS IN AGRICULTURE

A. The survey "Types of Employment of Persons Engaged in Agricultural Occupations in Selected Areas of Arizona" has been taken at this point in time and should be used as a tool in selecting training stations.

B. Categorize the training stations that have been identified on Form I of the survey in groups of similar types of stations, i.e., feed stores, agriculture chemical stores, etc.

C. Develop a preliminary training plan with each student.

D. Evaluate and rank prospective training stations by using the list of criteria provided. (Form V)

E. Correlate student interests with available training stations. (Student applications should be completed by this point in time)

F. Make appointments with prospective training stations to discuss the possibilities of establishing a cooperative education program with each of them.

G. Meet with the employer of the prospective training station, acquaint him with the purposes and objectives of cooperative education, and secure the establishment as a training station. Flip charts can be used to present the information to the employer. (Complete Form VI)

H. Meet with the parents and student to acquaint the parents with the cooperative education program in agriculture as it will affect the student. (This should be done with each student's parents individually)

I. Have the student complete the appropriate applications and/or personal interview at the training station(s) suggested by the teacher-coordinator. If the job requires none of these, omit this step. (Classroom units related to these activities should be taught just prior to this time)

J. The training station accepts the student(s).

K. Implement the training plan and agreement.

C. Develop a preliminary training plan with each student.

D. Evaluate and rank prospective training stations by using the list of criteria provided. (Form V)

E. Correlate student interests with available training stations. (Student applications should be completed by this point in time)

F. Make appointments with prospective training stations to discuss the possibilities of establishing a cooperative education program with each of them.

G. Meet with the employer of the prospective training station, acquaint him with the purposes and objectives of cooperative education, and secure the establishment as a training station. Flip charts can be used to present the information to the employer. (Complete Form VI)

H. Meet with the parents and student to acquaint the parents with the cooperative education program in agriculture as it will affect the student. (This should be done with each student's parents individually)

I. Have the student complete the appropriate applications and/or personal interview at the training station(s) suggested by the teacher-coordinator. If the job requires none of these, omit this step. (Classroom units related to these activities should be taught just prior to this time)

J. The training station accepts the student(s).

K. Implement the training plan and agreement.

FORM V

_____ High School
Vocational Agriculture Department

CHECK SHEET FOR SELECTING TRAINING STATIONS

Establishment_____ Address_____

Date_____ Phone No._____

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of occupation	___	___	___	_____	_____
Opportunities for rotation	___	___	___	_____	_____
On-the-job supervision	___	___	___	_____	_____
Working conditions	___	___	___	_____	_____
Reputation	___	___	___	_____	_____
Business climate	___	___	___	_____	_____
Stability of employment	___	___	___	_____	_____
Hours of employment	___	___	___	_____	_____
Facilities and equipment	___	___	___	_____	_____
Employer-employee relationships	___	___	___	_____	_____
Accessibility	___	___	___	_____	_____
Wages	___	___	___	_____	_____

Remarks:_____

_____

_____

_____

_____

Overall Rating: Outstanding_____ Very Good_____ Good_____

Fair_____ Poor_____

FORM VI

_____ High School
Vocational Agriculture Department

COOPERATING EMPLOYER APPRAISAL

Name_____ Date_____

Criteria	Rating
1. Interested in helping students	
2. Successful in agri-business	
3. Able to get along with students	
4. Willing to cooperate with school	
5. Uses proper English	
6. Of good character	
7. Emotionally stable	
8. Able to explain ideas and concepts to students	
9. Familiar with vocational agriculture	
10. Familiar with the off-farm agricultural experience program	
11. A member of agricultural, civic and community organizations	
12. Motivated by high ideals	
13. Eager and hard-working	
14. Patient	
15. Tactful	
16. Open-minded	
17. Willing to take time to work with students	
OVERALL RATING	

5 - Outstanding 1 - Poor

LEGAL REQUIREMENTS FOR STUDENT WORKERS

GUIDELINE:

8. THE EMPLOYMENT REGULATIONS FOR STUDENTS ENROLLED IN COOPERATIVE EDUCATION PROGRAMS MUST CONFORM TO STATE AND FEDERAL LAWS. WHEN THE REQUIREMENTS OF THE STATE AND FEDERAL LAWS DIFFER, THE HIGHER STANDARD MUST BE OBSERVED.

The vocational agriculture teacher-coordinator can become familiar with the state employment regulations by securing pamphlets or brochures published by the state concerning these laws or by personally contacting a representative of the state department associated with state employment regulations.

Age or employment certificates, sometimes called work permits or working papers, are issued under state child labor laws. They are used to certify that a person under 18 years of age is legally employed. The vocational agriculture-coordinator should assume major responsibility for obtaining these certificates and be responsible for maintaining a file for each student under 18 years of age who is receiving wages below these required by the minimum wage law. The Federal Fair Labor Standards Act establishes minimum wage, maximum hours, overtime pay, and child labor standards.

I. BASIC REQUIREMENTS FOR EMPLOYING STUDENTS ENROLLED IN COOPERATIVE EDUCATION PROGRAMS

The following requirements apply when students are employed in occupations in Agriculture classified as hazardous:

A. The student-learner is enrolled in a course of study and training in a cooperative education program in agriculture.

B. The student-learner is employed under a written agreement.

C. Safety instruction shall be given by the school and correlated by the employer with the on-the-job training.

D. A schedule of organized and progressive list of jobs and responsibilities to be performed at the training station should be prepared.

TRAINING PLANS AND AGREEMENTS

GUIDELINES:

9. A WRITTEN AGREEMENT BETWEEN THE STUDENT, PARENTS, SCHOOL, AND EMPLOYER, WHICH LISTS THE SPECIFIC JOBS AND RESPONSIBILITIES OF THE PARTIES INVOLVED, SHOULD BE DEVELOPED FOR ALL STUDENTS PLACED IN COOPERATIVE EDUCATION PROGRAMS.

10. A WRITTEN TRAINING PLAN WHICH LISTS THE LEARNING ACTIVITIES (JOBS AND RESPONSIBILITIES) IN WHICH THE STUDENT WILL ENGAGE AT THE TRAINING STATION MUST BE DEVELOPED TO SERVE AS A GUIDE TO THE EMPLOYER, TO THE STUDENT, AND TO THE TEACHER-COORDINATOR IN PLANNING AND TEACHING THE RELATED INSTRUCTION.

Specific experiences must be planned, and made available in a sequential order, in order to provide the trainee with a training-learning situation that will lead to job competency in an occupation (and not just provide an earning situation). The teacher-coordinator is responsible for initiating and completing a "Training Station Agreement" and a "Student Training Plan," and making his administrators and all other parties involved cognizant of these plans.

I. DEVELOPING TRAINING STATION AGREEMENTS

Since students, employers, parents, school administrators, and teacher-coordinators have important roles to play to insure that cooperative education programs are successful, each should be familiar with his responsibilities. These responsibilities can best be understood and agreed upon by developing a written training station agreement (placement agreement). This agreement should be completed before the student is placed in the training station. A signed copy of this agreement should be given to all parties involved.

A. What to include:

The following items should be included in a training station agreement:

1. Name and location of the business.

2. Department and name of person responsible for the supervision of the student-trainee while working at the training station.

3. Name, date of birth, occupational objective, and social security number of the student-trainee.

4. Name, address, and telephone number of parents.

5. Duration of the training period, and minimum hours of training to be.

6. Hours of the day occupational experience is to be provided during school days and on other days.

7. Beginning wage per hour.

8. Responsibilities of the student.

9. Responsibilities of the parents of the student.

10. Responsibilities of the teacher-coordinator and the school.

11. Responsibilities of the employer.

12. Signatures of all parties concerned in the agreement.

B. Sample Training Station Agreement

A sample training station agreement is found on the following page. (Form VII)

II. DEVELOPING STUDENT TRAINING PLANS

The primary purpose in developing a training plan is to determine, in advance, the activities in which the student will participate while on the job. This plan serves as a guide to those involved in the training program to insure that these experiences are provided. The training plan should include a list of the jobs and responsibilities the student will perform or participate in while working at the training station.

The training plan helps the teacher-coordinator understand the job requirements and specifications; determine the value of a training center; select students for specific training stations; and compare the proposed on-the-job experiences with those actually being practiced. (Form VIII)

Through the training plan, all individuals involved will understand what is to be provided the student.

FORM VII

TRAINING STATION AGREEMENT

Student_____ Date of Birth_____

Occupational Objective_____ Soc. Sec. No._____

Training Agency_____ Date_____

Address_____ Telephone Number_____

Dept. in Which Employed_____ Job Supervisor_____

Parent or Guardian_____ Res. Tel._____ Bus. Tel._____

Address: Residence_____ Business _____

1. The student agrees to:

_____a. Do an honest day's work.
_____b. Be punctual, properly attired and groomed, and loyal.
_____c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
_____d. Be courteous and considerate of the employer, customers, and others.
_____e. Keep required records of cooperative training program.
_____f. Be alert to perform unassigned tasks which promote the welfare of the business.
_____g. Contact the teacher-coordinator before resigning.

2. The parents agree to:

_____a. Placement of the student in this cooperative training station.
_____b. Provide a method of getting the student to and from work.
_____c. Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
_____d. Assume full responsibility for any action or happening pertaining to student-trainee from the time he leaves campus until he reports to his training station.

3. The teacher-coordinator, in behalf of the school, agrees to:

_____a. Give systematic instruction at the school related to the student's duties and responsibilities in the training station.
_____b. Visit the student on the job at intervals for the purpose of supervising him.
_____c. Show discretion as to time and circumstances for visits, especially when the work of the training station is pressing.

4. The employers agree to:

_____a. Provide the student with opportunities to learn how to do well many jobs in this business.
_____b. Assign the student new responsibilities according to his ability and progress.
_____c. Assist the teacher to make an honest appraisal of the student's performance and progress.
_____d. Avoid subjecting the student-trainee to unnecessary hazards.
_____e. Contact the teacher-coordinator before discharging the student.

(Continued, next page)

FORM VII (Continued)
TRAINING STATION AGREEMENT

5. All parties agree to:

_____a. The length of cooperative training period will include a minimum of _____hours commencing_____ and terminating_____.

_____b. Working hours during the cooperative training period will normally be:
From:_____ To:_____ During school days_____

From:_____ To:_____ On other days_____

_____c. A beginning wage of _____ per hour.

We, the undersigned, indicate by affixing our signatures that we have read and understand the purpose and intent of this Training Station Agreement:

Student_____ Employer_____

Parent_____ Teacher_____

FORM VIII

STUDENT TRAINING PLAN

Date_____

Employer's Name_____ Student's Name_____

The training plan should consist of those specific activities in which the student is to participate at the training station. These activities should be developed cooperatively with the teacher-coordinator and the participating employer. Related instruction should be planned to supplement the proposed training experiences. One copy of this student training plan should be given to the employer, one to the student, and one retained by the teacher-coordinator.

Jobs and Responsibilities the Student-Trainee should perform on the Job:

(List in order of doing to extent possible)

_____

TEACHING RELATED INSTRUCTION

GUIDELINE:

11. THE RELATED CLASSROOM INSTRUCTION SHOULD BE ORGANIZED AND PLANNED SO AS TO PROVIDE THE INFORMATION AND EXPERIENCES NECESSARY FOR STUDENTS TO PROGRESS IN THE PERFORMANCE OF THE VARIOUS JOBS AND RESPONSIBILITIES AT THE TRAINING STATIONS.

Cooperative education programs in agriculture recognize that the instruction of the student-learner occurs at two places: the school and on-the-job, in a coordinated manner. The key to instruction is correlation which emphasizes that:

1. Instruction both in the school and on-the-job is organized and planned around the activities associated with both the student's individual job and his career objective.

2. The concepts, skills and attitudes basic to occupational competencies are taught as basic principles and concepts at school but are applied and tested on-the-job.

3. Instruction is coordinated continuously, whereby the sequence of instructional topics discussed in the related class is similar to the sequence of the student's job activities rather than the topics being presented according to the logic of textbook order or other logical patterns associated with the traditional way subject-matter is taught.

4. There is recognition that each student's learning problems differ because his job activities are unique and therefore, he has a different pattern of training needs. This means that part of the time, the in-school instruction must be individualized by:

   (a) Using group instruction but individualizing the assignment so that each student applies the learning to his own job and reports on its validity.

   (b) Using individual study assignments such as projects, job study guides and individual reading assignments.

Commonly, in a cooperative education program, the pattern of instruction is broken into two segments. All student-learners are enrolled in a single period of related class or a double period related class which comprises all of their related instruction which is needed by all students regardless of their occupational goals. Group instruction is possible on this phase of instruction since all students will be studying the same material in class. The other portion of this class is devoted to individual instruction on the technical content needed by each individual student. The problems in this type of instruction arise from the fact that heavy reliance is placed on each student's ability to profit from individual study.

COORDINATION

GUIDELINE:

12. THE TEACHER-COORDINATOR SHOULD HAVE AN ORGANIZED, SYSTEMATIC PLAN AND ACCOMPANYING TIME SCHEDULE FOR VISITING STUDENTS AT THEIR TRAINING STATIONS SO THAT RELATED CLASSROOM INSTRUCTION CAN BE COORDINATED WITH THE ON-THE-JOB TRAINING.

The objective of coordination in a cooperative educational program is to correlate all the helpful agencies and factors that contribute to the successful training of students. Many people are confused concerning the actual duties of coordination. Some suppose that it only involves the visitation to training stations to see if the student-learners are working. An adequate job of coordination involves many duties. Some of the duties of the teacher-coordinator relative to coordination are as follows:

1. Placement of students in satisfactory training stations;
2. Follow-up of trainees after placement, for training;
3. Contacts with employers to establish cooperative relationships;
4. Assistance in making analysis of various occupations;
5. Assistance in developing training plans;
6. Conferences with students;
7. Working with advisory committee;
8. Checking student-learner rotation on the job;
9. Evaluating student progress;
10. Contacts with employers, labor groups, and school administrators regarding the functioning of the overall program;
11. Relationships with vocational counselors.

In order that the greatest benefit can be derived from the teacher-coordinator's activities, he should budget his time in such a manner that he will not overlook nor neglect any one of his many duties. The teacher-coordinator can generally utilize his time most effectively by planning a weekly schedule. This will not only enable him to discharge his duties in a more efficient manner, but will also establish a routine which will enable students, parents, school officials, teachers, and employers to contact him with a minimum of delay.

In order to facilitate individualized instruction, instructional materials and study guides must be obtained for each occupation involved.

INSTRUCTOR AND STUDENT RECORDS

GUIDELINE:

13. COMPLETE RECORDS SHOULD BE KEPT BY THE TEACHER-COORDINATOR AND THE STUDENT TO HELP INSURE SOUND OPERATION OF A COOPERATIVE EDUCATION PROGRAM IN AGRICULTURE.

    Certain records are essential for any sound education program. The need for the maintenance of adequate records is especially important in cooperative education programs. It is also important that a reporting system be developed that will keep the local and state officials adequately informed of the program's accomplishments.

Instructor Records

The following records should be kept and filed by the teacher-coordinator:

1. A permanent record of each student enrolled;
2. Employer's ratings of students;
3. Visitation reports;
4. Copies of training station agreements;
5. Copies of individual training plans;
6. Completed student records;
7. Evaluation forms.

Student Records

The following records should be kept by the student-trainee:

1. List of experiences and responsibilities;
2. Hours worked;
3. Wages earned.

FOLLOW-UP OF STUDENTS UPON GRADUATION

GUIDELINE:

14. THE SCHOOL (TEACHER-COORDINATOR) SHOULD MAINTAIN AN ORGANIZED SYSTEM OF FOLLOW-UP OF STUDENTS AFTER GRADUATION.

Schools providing cooperative education programs should maintain an organized system of "following-up" students after graduation. This would include such activities as helping students to locate permanent positions; keeping a record of students' employment; and other pertinent information on all former students. One of the most important ways to evaluate the success of a vocational program is to determine the number of students who have entered the field of work for which they have been trained.

One of the easiest ways to maintain a record of former students is to construct a Follow-Up Report. This form can become a part of the permanent record of each student. Many times the teacher-coordinator will be asked to give a recommendation for a student who was enrolled in the program. The Follow-Up Report enables the teacher-coordinator to provide a more accurate and complete recommendation than if he had to rely on his memory alone.

EVALUATION OF STUDENT PROGRESS

GUIDELINE:

15. A METHOD FOR EVALUATING STUDENT PROGRESS MUST BE DEVELOPED TO ASCERTAIN THE STUDENT'S ACHIEVEMENT IN BOTH CLASSROOM RELATED INSTRUCTION AND PERFORMANCE ON THE JOB.

Evaluation of student-trainee progress is the joint responsibility of the teacher-coordinator and the employer. Since the on-the-job experience of students enrolled in a cooperative education program is a definite part of the total program, a means should be developed enabling the employer to rate the student-learner. The teacher-coordinator should have little trouble in determining the progress made by students in the related instruction at school; however, the rating of the on-the-job performance of the student should involve the employer.

To help measure a student's progress on the job, it will be necessary to devise a rating form. In most instances, employers have had no experience in completing rating scales of this type. They are not familiar with the grading system used at school and, therefore, the form should be constructed so that the employer can easily understand it. Forms constructed which enable the employer to check selected traits or characteristics are the most appropriate.

There is no prescribed method for distributing and collecting rating forms used in the evaluation of the student-trainee. However, there is a definite advantage in taking the form to the employer in person and, if possible, having him make his rating while the teacher-coordinator is present. This affords an opportunity for the two to discuss the strong and weak points of the student-trainee.

EVALUATION OF COOPERATIVE EDUCATION PROGRAMS

GUIDELINE:

16. THE ENTIRE COOPERATIVE EDUCATION PROGRAM MUST BE CONTINUOUSLY EVALUATED TO DETERMINE IF THE PROGRAM IS ATTAINING THE STATED OBJECTIVES.

    All sound educational programs should be continuously evaluated. This will help determine whether or not the objectives of the program are being met and will also serve as a basis for making necessary adjustments in the program.

Who to Involve

Evaluation of cooperative education program should involve all of those affected by the program. These include:

1. Present students;
2. Former students;
3. Employers;
4. Advisory committee members;
5. School administrators;
6. Local business men;
7. State Vocational Supervisors.

Evaluation in terms of the program objectives provides the necessary basis for making needed revisions in the "on going" program of cooperative education in agriculture.